1. Isthmus Zapotec
Examine the following data from Isthmus Zapotec, a language spoken in Mexico. Answer the questions which follow.


a. Isolate the morphemes that correspond to the following English translations:
   ______ possession (genitive)
   ______ 3rd person singular
   ______ 2nd person plural

b. List the allomorphs for the following translations:
   ______ ______ ‘tortilla’ ______ ______ ‘rope’
   ______ ______ ‘chicken’

c. What phonological process conditions for these allomorphs?

2. Turkish
Examine the following data from Turkish and answer the questions that follow.

1. [deniz] ‘an ocean’  9. [elim] ‘my hand’
2. [denize] ‘to an ocean’ 10. [eller] ‘hands’
3. [denizin] ‘of an ocean’ 11. [diler] ‘teeth’
4. [eve] ‘to a house’ 12. [dili] ‘of our tooth’
5. [evden] ‘from a house’ 13. [dili] ‘of our teeth’
6. [evdiken] ‘from a little house’ 14. [elj] ‘to a little hand’
7. [deniz] ‘in a little ocean’ 15. [denizlerimiz] ‘in our oceans’
8. [elde] ‘in a hand’ 16. [evjikerimiz] ‘in our little houses’

a. Give the Turkish morpheme that corresponds to each of the following translations:
   _______ ‘ocean’ _______ ‘in’ _______ ‘my’
   _______ ‘house’ _______ ‘to’ _______ ‘of’
   _______ ‘hand’ _______ ‘from’ _______ ‘our’
   _______ ‘tooth’ _______ ‘little’ _______ (plural marker)

b. What is the order of morphemes in a Turkish word (in terms of noun stem, plural marker, etc.)?

c. How would one say ‘of our little hands’ in Turkish?
3. Michoacan Aztec

Examine the following words from Michoacan Aztec, a language of Mexico, and answer the questions that follow.

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<tbody>
<tr>
<td>1. [nokali]</td>
<td>‘my house’</td>
<td>6. [mopelo]</td>
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<td>2. [nokalimis]</td>
<td>‘my houses’</td>
<td>7. [mopelomes]</td>
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<tr>
<td>3. [mokali]</td>
<td>‘your house’</td>
<td>8. [ikwahmilil]</td>
</tr>
<tr>
<td>4. [ikali]</td>
<td>‘his house’</td>
<td>9. [nokwahmilil]</td>
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<tr>
<td>5. [nopelo]</td>
<td>‘my dog’</td>
<td>10. [mokwahmilil]</td>
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a. Fill in the blanks with the corresponding Michoacan morphemes:

- _______ ‘house’
- _______ ‘dog’
- _______ ‘cornfield’
- _______ (plural marker)
- _______ ‘my’
- _______ ‘your’
- _______ ‘his’

b. What is the English translation for the Michoacan word [ipelo]?

c. How would you say ‘his cornfields’ in Michoacan?

4. Luiseño

Examine the following data from Luiseño, a Uto-Aztecan language of Southern California, and answer the questions that follow.

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<tbody>
<tr>
<td>7. [zomkim]</td>
<td>‘your (pl.) houses’</td>
<td>25. zomtaanam</td>
<td>‘your (pl.) blanket’</td>
<td>26. [pomki]</td>
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<tr>
<td>11. [zomtaana]</td>
<td>‘your (pl.) blanket’</td>
<td>33. [pomkaamay]</td>
<td>‘their son’</td>
<td>34. [sampeewum]</td>
</tr>
</tbody>
</table>

a. Give the Luiseño morpheme that corresponds to each English translation. Note that the plural marker has two allomorphs; list them both.

- _______ ‘son’
- _______ ‘house’
- _______ ‘blanket’
- _______ ‘wife’
- _______ ‘my’
- _______ ‘his’
- _______ ‘your (sing.)’
- _______ ‘your (pl.)’
- _______ ‘their’
- _______ (plural marker)
- _______ ‘pipe’
- _______ ‘our’

b. Are the allomorphs of the plural marker phonologically conditioned?

c. If so, what are the conditioning environments?